



State of Wisconsin
Department of Public Instruction
Elizabeth Burmaster, State Superintendent

*****NEWS RELEASE*****

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Preliminary AYP notification sent to schools and districts

Federal education law requires annual review of adequate yearly progress indicators

MADISON—Wisconsin public schools and school districts received preliminary notification of their status on adequate yearly progress (AYP) indicators under the state's plan for meeting provisions of the federal Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act.

Federal education law requires the Department of Public Instruction to notify schools and school districts annually of their progress toward achieving proficiency for all students in reading and mathematics by 2014. The information is intended to assist district and school staff members in identifying areas of strength and to highlight areas that may need to be addressed to help all students achieve proficiency. Data from the department's review show that the majority of Wisconsin schools and districts met adequate yearly progress indicators, 94 percent and 93 percent respectively.

Preliminary data show that 124 schools and 31 school districts were notified that they missed one or more AYP indicator for the 2003-04 school year. Schools and districts have until Oct. 1 to correct data errors in the preliminary review. The four federal objectives the Department of Public Instruction reviewed are test participation in the Wisconsin Knowledge and Concepts Examinations (WKCE), achievement levels in WKCE mathematics and reading, and graduation rates for high schools or school attendance rates for elementary and middle schools.

Specific AYP indicators for 2003-04 require schools and districts to have

- at least 95 percent of their enrolled students participate in statewide reading and math assessments, which includes the WKCE and Wisconsin Alternate Assessments (WAA) for Students with Disabilities and Limited-English Proficient students;
- elementary and middle school attendance rates of at least 85 percent and high school graduation rates of 82 percent, or show growth from the prior year on these indicators; and

(more)

- at least 61 percent of students scoring proficient or advanced on WKCE and WAA reading tests and 37 percent scoring proficient or advanced in math. Performance objectives apply to all students and to subgroups of students identified by racial/ethnic groups and English proficiency, disability, and poverty status. The proficiency levels required to meet AYP for reading and math will increase for the 2004-05 review.

There are no sanctions associated with missing AYP for one year. Earlier this year, 53 schools and one district were identified for improvement for missing the same AYP indicator for two or more years. Federal sanctions for Title I schools that are “identified for improvement” range from offering school choice and tutoring services to writing and implementing a school improvement plan or restructuring the school.

“Ensuring a quality education for every child is the foundation of our New Wisconsin Promise,” said State Superintendent Elizabeth Burmaster. “We are working with administrators, teachers, board members, and other school staff members to make it a priority to close the achievement gap between children of color, economically disadvantaged children, and their peers.”

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NOTES: Schools and school districts have until 4 p.m. Oct. 1 to correct data errors that affect their AYP status. The preliminary list of schools and school districts identified for improvement is available at < <http://www2.dpi.state.wi.us/ayp/default.asp> >.

Information about Wisconsin’s school accountability system and the annual performance review process is available on the Department of Public Instruction’s website at < http://www.dpi.state.wi.us/oea/acct_sch.html#annualreview >.